

STATE OF IOWA

TERRY BRANSTAD, GOVERNOR KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION JASON E. GLASS, DIRECTOR

Please distribute to all district and area education agency personnel who have responsibility for Comprehensive School Improvement Plans, Annual Progress Reports, and federal programs funded through the Elementary and Secondary Education Act.

DATE: October 7, 2011

TO: Administrators of Iowa Public School Districts

FROM: Kevin Fangman, Deputy Director

SUBJECT: Update on No Child Left Behind Requirements

This memo is intended to provide annual information to public school districts regarding requirements included in the federal legislation, No Child Left Behind (NCLB). Although this memo is long, it is important that each section is read carefully because the lowa Department of Education (IDE) continually updates the components. Information for which we have received questions from the field or clarifications from the United States Department of Education (USDE) is added each year.

In some instances, language has been revised and has been marked <u>REVISED GUIDANCE</u>. In other cases, the guidance is significantly different from 2010 or a new section has been added. In this case, the header will indicate <u>NEW GUIDANCE</u> and the new information is underlined.

Iowa's Plan

The federal government required each state to submit a consolidated state application accountability workbook that details how each state will implement NCLB. The most recent approved version of lowa's consolidated workbook is located at http://educateiowa.gov/index.php?option=com_content&view=article&id=655:accountabilityworkbook-application&catid=497:no-child-left-behind&Itemid=1308. A Frequently Asked Questions (FAQ) section is available for your questions about NCLB and/or specific programs at https://www.edinfo.state.ia.us/tcdiscussion/fag post.asp?q=4.

NCLB Requirements 2011-12 School Year

1. Test Administration Assurance in Appendix A.

For assessments used for NCLB purposes, an assurance must be signed by each district superintendent stating that proper and ethical test administration is being followed and that procedures have been

stating that proper and ethical test administration is being followed and that procedures have reviewed with district administrators. Resources for administrators can be accessed at http://www.education.uiowa.edu/itp/downloads.aspx under Test Use and Preparation Guidelines.

Questions pertaining to the administration of the Iowa Assessments (formerly known as the Iowa Tests of Basic Skills (ITBS)/Iowa Tests of Educational Development (ITED)) have been added to the protocols used on district site visits during the school accreditation process.

The assurance, in Appendix A must be signed by district superintendents and returned to Tana Mullen at the Department of Education, Grimes State Office Building, 400 E. 14th Street, Des Moines, Iowa, 50319 by November 15, 2011. A copy of the assurance with an electronic signature may be e-mailed to Tana Mullen at Tana.Mullen@iowa.gov.

2. School Report Card (in Iowa—District Annual Progress Report [APR]).

Districts must submit a school report card (APR) to the local community, the area education agency (AEA), and the IDE. Districts must use the electronic reporting format. It is the responsibility of the district to provide the information contained in the APR to its public. Careful consideration should be given to providing this information in an understandable format and, to the extent practical, in a language that parents can understand. The APR "Print Summary" function will be available for use in reporting to the public. The report to the public must include the following information (all available in the electronic APR) for the district and all school buildings:

- Schools are required to include the attached chart (NAEP Attachment) in their school report card. (New Information—See Appendix G). The IDE will add this to the electronic APR template for school districts.
- Percent of students in each achievement level (low, intermediate, high) in reading on the lowa Assessments (grades 3-8 and 11).
- Percent of students in each achievement level (low, intermediate, high) in mathematics on the lowa Assessments (grades 3-8 and 11).
- Percent of students in each achievement level (low, intermediate, high) in science on the Iowa Assessments (grades 5, 8 and 11).
- Achievement data should be disaggregated by race/ethnicity, gender, disability vs. non-disabled status, migrant status, English proficiency status, and economically disadvantaged vs. students who are not economically disadvantaged.
- Percent of sections not taught by highly qualified teachers.
- Average daily attendance rate (elementary and middle/junior high school).
- Other academic indicators, Title I Regulation Cohort graduation rates or average daily attendance rates compared to state averages, as appropriate, and disaggregated, as appropriate.
- Percent of students not tested by grade level and content area (disaggregated).
- Information on standard error of measures of lowa Assessments.

For assistance with the electronic APR, contact Holly Barnes at 515-242-6173 or Holly.Barnes@iowa.gov.

All districts' student achievement data can be found at www.edinfo.state.ia.us/data/aprchart.asp?s=00090000.

3. Adequate Yearly Progress (AYP) Determinations. REVISED AND NEW GUIDANCE

The assessments used for accountability are Iowa Assessments and the Iowa Alternate Assessment (IAA) (grades 3-8 and 11) for reading and mathematics. IOWA ASSESSMENTS reading is formally referred to as the reading comprehension subtest. Iowa Assessments math is a combination of the "Math Concepts and Estimation" and "Math Problem Solving and Data Interpretation" subtests. ITED math is the "Mathematics: Concepts and Problem Solving" subtest.

lowa is also required to combine the results for grades 3-8 and 11 for AYP decisions. School level AYP decisions are determined by combining all grades at a school site. District level AYP decisions are determined by combining grades 3-5 for the elementary level, grades 6-8 for the middle school level, and grade 11 for the high school level.

Participation: One of the initial steps in determining AYP for schools and districts is to examine participation rates. For accountability purposes, schools and districts must document a minimum of 95 percent participation rate to make AYP. Participation rates are calculated for each school by combining the number of students assessed in each tested grade and dividing by the combined enrollment for the tested grades at each site. Up to three years of participation data are examined to determine if a school meets participation rate, the state will utilize a weighting procedure to average the data over time. Iowa will continue to use annual data to monitor participation rates for all included grades, with a minimum-n of 40 as the threshold for AYP decisions for each subgroup. For schools not meeting the 95 percent required participation rate, the IDE will average up to three years of (weighted) data (for grades 3-8 and 11) to evaluate the extent to which participation rate requirements have been met. (See Appendix B for flow chart of AYP Participation Determination.)

If a school/district misses either proficiency and/or participation rates, the school/district will be identified as missing AYP.

Proficiency: The IDE, pending appeal from USDE, will be changing how proficiency will be reported. Cut scores for proficiency will be reported on a standard score measure that will be equivalent of the 41st NPR from the 2000 national population. The standard score equivalent of the 41st NPR from the 2000 national population for each grade level and subject area will be released upon approval from the USDE.

A subsequent step in determining AYP for schools and districts is to examine proficiency rates. As with participation rates, proficiency rates combine all grades at a school site, or grades 3-5, 6-8 and 11 at a district level. The minimum-n threshold of 30 is used for inclusion of a group in AYP proficiency determinations. Unlike participation rates, proficiency rates are calculated only using results for students who have been enrolled for a full academic year (FAY). For lowa, FAY is determined as being enrolled from the time of testing the previous year, and continuously enrolled through the time of testing the subsequent year. FAY for students participating in the IAA is considered from March 31 of the previous year to March 31 of the subsequent year. Students who move from one level of the system to another (by advancing to the next school building), and this movement is part of the normal matriculation of students in the district, will be considered to have been enrolled at the new site for a FAY for AYP purposes. The following steps were used in 2010-10 to determine whether or not a school or district meets AYP for proficiency:

- A. First, a school or district proficiency index is calculated. The proficiency index is the result of a statistical procedure used to combine the results of different grades to yield a single AYP decision. Data from both the Iowa Tests and the IAA are combined for this analysis. A 98 percent confidence interval is used to determine if a school or district meets the achievement target for mathematics or reading.
- B. If the proficiency index is not met within the confidence interval, Safe Harbor is examined to determine if a school/district meets AYP. Safe Harbor requires a 10 percent or greater reduction in the percentage of non-proficient students from the previous year to the current year.
- C. If Safe Harbor is not met, an average of student achievement data for last year and this year (2010-11 and 2009-10) is conducted, using a 98 percent confidence interval. This is known as a biennium data check. This is done for all groups missing AYP using the proficiency index or Safe Harbor.
- D. If the current proficiency target is not met using biennium data, a weighted average of data for 2010-11, 2009-10, and 2008-09 is using a 98 percent confidence interval. This is known as a triennium data check. This is done for all groups missing AYP using the proficiency index, Safe Harbor, or the biennium data check.
- E. If a school or district misses the proficiency target after an analysis of triennium data, the school or district misses AYP. Minimum-n does not apply for Safe Harbor, biennium, and triennium data. Calculations are performed on the available data.

(See Appendix C for flow chart of Proficiency Determination.)

The lowa Growth Model: The USDE approved lowa's proposal to use a growth model in making AYP decisions. According to this model, a student who scored as non-proficient in 2010-11 and who scored non-proficient again in 2011-12, but has moved at least one achievement level (without backsliding from a previous achievement level), has met Adequate Yearly Growth (AYG). Because these students have made significant progress toward achieving proficiency, they may be included with a school's or district's count of proficient students. Thus, the AYP decision process is modified to incorporate these students who have made growth.

The steps of the entire AYP process are:

- A. Evaluate AYP status; uses a proficiency index, uses a confidence interval.
- B. Evaluate Safe Harbor.
- C. Evaluate AYP status; uses a proficiency index, two years of data, uses a confidence interval.
- D. Evaluate AYP status; uses a proficiency index, three years of data uses a confidence interval.
- E. Add the students who met AYG to the number of proficient students in each grade level, content area, and subgroup.
- F. Evaluate AYP growth; uses a proficiency index for grades 4-8, NO confidence interval.
- G. Evaluate Safe Harbor.
- H. Evaluate growth; uses a proficiency index for grades 4-8, two-years of data, NO confidence interval.
- I. Evaluate growth; uses three years of data for grades 4-8, NO confidence interval.

A school or district that does not meet AYP after this series of steps is placed on the "watch" list (for one year of missing AYP), or the <u>district</u>/schools in need of assistance (<u>DINA</u>/SINA) list (for two or more years of missing AYP

in the same content area). Once placed on the <u>DINA/SINA</u> list; it takes a school or district two consecutive years of making AYP to be removed from that list.

Intermediate Goal: For 2011-12, lowa's accountability plan will use the new grade level targets to make AYP decisions. These are identified in the following table:

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Reading	87.1	88.0	88.2	84.8	85.8	86.7	89.7
Mathematics	87.0	87.3	88.3	86.4	86.0	86.0	89.7

Other Academic Indicators:

The final step in determining whether a school or district meets AYP is to examine the other academic indicators (OAI). The OAI include: (1) K-8 average daily attendance rate, where a school and district must meet the state average daily attendance (ADA) rate, or improvement over the previous year's attendance rate, and (2) graduation rate, where a school and district must meet the trajectory target determined by the State Board of Education's goal of 95 percent, the current year's target of 84.0 percent or improvement over the previous year's graduation rate by two percentage points. In order for a district to miss the OAI, the district must not meet both targets (attendance rate and graduation rate). (See Appendix D for flow chart of Other Academic Indicators District Determination.)

Graduation Rate: **NEW GUIDANCE**

In order to use graduation rate as an Other Academic Indicator (OAI) for high school, the Iowa Department of Education (IDE) will apply a four-year cohort graduation rate and a five-year cohort graduation rate, using the Title I gradation rate methodology. The IDE is calculating a four-year and five-year cohort graduation rate for district, schools, and all subgroups.

The four-year cohort graduation rate is calculated for the class of 2011 by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in four years or less (by the 2010-2011 school year) by the number of first-time 9th graders enrolled in the fall of 2007 minus the number of students who transferred out plus the total number of students who transferred in.

The five-year cohort graduation rate is calculated using a similar methodology as the four-year cohort rate. This rate is calculated by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in five years or less (by the 2010-2011 school year) by the number of first-time 9th graders enrolled in the fall of 2006 minus the number of students who transferred out plus the total number of students who transferred in. The five-year cohort rate will maintain the same denominator as the previous year's four-year cohort rate, simply adding students who graduate in the fifth year to the numerator.

<u>lowa's State Board of Education has identified a graduation rate of 95% as an end goal. The five-year cohort graduation rate will also have 95% as an end goal.</u>

The four-year cohort and five-year cohort graduation rate targets are below. The minimum number of students to calculate a graduation rate is 40 for both the four-year cohort and five-year cohort. The five-year cohort rate uses the same cohort of students as the previous year's four-year cohort rate. Therefore, the target increases 2.0% for the cohort between the four-year and five-year calculation.

AYP Year	Four-Year	Four-Year	Five-Year	Five-Year
	Cohort Data	Cohort	Cohort Data	Cohort
	Years	Graduation	Years	Graduation
		Rate Target		Rate Target
2011-2012	2007-2008 to	85.0%	2006-2007	85.0%
	2010-2011		to 2010-	
			2011	
2012-2013	2008-2009 to	87.0%	2007-2008	87.0%
	2011-2012		to 2011-	
			2012	
2013-2014	2009-2010 to	89.0%	2008-2009	89.0%
	2012-2013		to 2012-	
			2013	

School districts and schools with four-year cohort graduation rates less than the goal will be expected to increase each year. A school or district can meet the graduation rate indicator by:

- 1. Meeting the state goal, or
- 2. Meeting the four-year cohort target for the year, or
- 3. Increasing the four-year cohort graduation rate by at least 2.0% over the previous year, or
- 4. Meeting the five-year cohort target for the year.

Attendance Rate:

Attendance rates are compiled at the state level from Project EASIER data. The information certified in the 2011 spring Project EASIER data collection is used to determine attendance rates for the 2010-11 school year. Attendance rates for the 2010-11 school year should be available to districts in February 2012.

Definition of a New School: In lowa, a school would be considered a new school if the enrollment change (due to realignment of grade structures) results in 50 percent or more new students from the previous year or enrollment decreases resulting in 50 percent or fewer of the former students remaining. In such situations, AYP determinations will begin anew. In the event of school mergers containing the same grades, the IDE will consider the AYP of the buildings merging.

- A. If the receiving site has the majority of students, and the site was previously identified as missing AYP, that status will continue, regardless of the status of the sending site.
- B. If the sending site has the majority of students, and the site was previously identified as missing AYP, that status will continue, regardless of the status of the receiving site.
- C. If a new physical facility is opened, the AYP status of that site will be that of the sending site with the majority of students. Simply opening a new school does not enable districts to avoid AYP identification.

4. Student Full Academic Year Status and Enrollment Counts for AYP. NEW GUIDANCE

Districts and school will no longer need to indicate the full academic year (FAY) status of students in their student information systems to be indicated on the bar code file during the 2011-12 school year. The FAY element will remain on the bar code file, but will not be validated by lowa Testing Programs when ordering labels for students. The IDE will automatically calculate FAY status for students through the use of student enrollment records submitted through Spring 2011 and Spring 2012 EASIER.

The IDE is populating enrollment counts on the 2011-12 AYP application from Spring EASIER 2012 enrollment records in order to calculate participation rates. Spring EASIER enrollment records will be read as of the first day testing in your district/school to determine AYP enrollment counts.

It is imperative that districts keep student enrollment records accurate and up-to-date in the district's student information system. This process will save districts much time. Instead of entering enrollment counts directly into the AYP site, districts will simply check and verify their counts prior to certifying AYP. It is critical that Spring EASIER is submitted in a timely manner, not only to enable the IDE to pre-populate the AYP site for your verification, but also so the IDE can complete the AYP process and send out notifications in a timely manner.

5. Schools (Buildings) in Need of Assistance (NCLB Definition).

Any public school in lowa may be identified as a SINA. Title I schools identified as a SINA by the state and district will have a support team composed of AEA staff assigned to the school to assist in defining needs, and in preparing an improvement plan and budget that must be approved by the IDE. If schools do not wish to access the services of the team, the district must demonstrate to the IDE that technical assistance will be provided to the identified schools. Districts must also notify their community of the school identification and efforts being taken at the school and district level to improve student achievement at the school site; and if the schools are Title I schools, they must offer public school choice within their district during the time the school is identified. Title I SINA must notify parents of the school choice options and the level of achievement at those schools. If a Title I school does not make the AYP goal for the third consecutive year (SINA 2 or higher), supplemental services must be offered to students. This information must be included in the school district report card referred to in lowa as the APR. (Specific actions to be followed for parental notification, choice, and supplemental services have already been sent to the schools identified for the 2010-11 school year.) It is important to remember the notification templates to parents found on the IDE website at

http://educateiowa.gov/index.php?option=com_content&view=article&id=1923&catid=497<emid=2538 must not be altered. When school choice and supplemental services are required, 5 percent of the Title I funds must be set aside for each sanction with a maximum of 20 percent at the district level for Title I identified schools. Once a school is identified, it must make AYP for two consecutive years before the SINA designation is removed. Achieving AYP for one year provides a delay status in additional sanctions, but the school remains identified as a SINA.

If a public school chooses to add Title I services for the 2011-12 school year, the Title I NCLB sanctions listed below will apply depending on the status of your school in its July 2011 AYP notification.

- A. If the school is not on Watch or SINA status, the school will not be on Watch or SINA status for the 2011-12 school year.
- B. If the school is placed on Watch status, the school will begin the 2011-12 school year as Watch status.
- C. If the school has a SINA status at the end of the 2010-11 school year, regardless of having been identified for multiple years, the school will begin the 2011-12 school year at the SINA 1 status.

Schools that leave Title I status and return within a three-year period will return to Title I status with the AYP rating that is current at the time of return to Title I status. The steps outlined above will not apply. If you have any additional questions on this process, please contact Wilma Gajdel at Wilma.Gajdel@iowa.gov or 515-281-3944.

The state will continue its efforts to fully pre-populate a web-based collection system with the annual student achievement, enrollment information, and participation data. Districts will continue to add any additional data required for identification and provide verification of data to the state for AYP.

6. District In Need of Improvement. REVISED GUIDANCE

All districts receive Title I funds in Iowa and thus are subject to the NCLB requirements of meeting AYP. A school district must meet AYP for reading and mathematics separately. AYP must be met by all grade spans required for testing and subgroups within these grade spans. If AYP is not met for two consecutive years, the district will be designated as a district in need of improvement. Adequate yearly progress also includes the OAI of graduation rate (grades 9-12) and average daily attendance (grades K-8). This designation for year one and two requires a school district to file an improvement action plan with the IDE. This action plan is contained within the Comprehensive School Improvement Plan with a required addendum to meet the requirements of NCLB. This addendum must be filed by November 1, 2011.

Districts identified as year three will be notified of the additional requirements through a separate mailing directly to the superintendent. Identified districts must also set aside 10 percent of Title I funds for professional development if identified for reading and/or mathematics. Districts identified as year three AND not meeting the requirement of 100 percent highly qualified teachers (HQT) will now enter into a 2141c agreement with the IDE. These districts will be notified of their status by LaCosta Potter (LaCosta.Potter@iowa.gov) and sent a 2141c agreement that requires that at least some of the Title II, Part A funds must be spent addressing the needs of the non-HQT who are keeping the LEA from meeting the requirement of 100 percent Highly Qualified Teachers.

7. Assessment, Participation, and Reporting. NEW GUIDANCE

NCLB requires all students in grades 3-8 and 11 be tested in reading and mathematics if they are enrolled in school on the day of testing. The lowa Assessments are used by the state of lowa for this NCLB requirement. For grades 3-8, students must complete Reading: Parts 1 and 2 and Mathematics: Parts 1 and 2. For grade 11, students must complete reading and mathematics. Districts must also test all students in grades 5, 8, and 11 using the science test of the lowa Assessments.

For the most significantly cognitively disable students, the lowa Alternate Assessment (IAA) should be used. Testing windows for the lowa Assessments are from September through April 20, 2012. NCLB also requires that schools and districts provide assistance to parents in understanding state student academic achievement standards. Interpretative leaflets for each of the required assessed grade levels are available at http://educateiowa.gov/index.php?option=com_content&task=view&id=653&Itemid=1318

The AYP data reported must include the number of students not tested by grade levels and content areas, and then by the subgroups of gender, race/ethnicity, Individualized Education Program (IEP), migrant, socioeconomic status (SES), and English language learners (ELL). Note: gender, migrant, non-migrant, non-low SES, non-IEP, and non-

ELL are all required reporting elements according to NCLB, but are not used for AYP decision purposes. The minimum number of students in a subgroup for proficiency (Annual Measurable Objective-AMO) is 30 and the reporting number is 10.

Scores reported must be the scores that are established the first time the test is taken within a school year. If a school or district administers an Iowa Test for a second time within the same school year, the scores from the first administration are those that count for accountability purposes. Scores for AMO are only counted if the student has been in attendance for a FAY. Student scores for AMO are returned to the district of residence, except for open enrollment and whole-grade sharing. Students placed by Department of Human Services and/or by the courts will have their data counted at the state level only (not at the district or school level). Please refer to the decision matrix located at http://educateiowa.gov/index.php?option=com_content&view=article&id=654:nclb-procedures-guidance-a-policy&catid=497:no-child-left-behind&Itemid=1316

An informational program to assist lowa educators in making sound decisions regarding activities associated with preparing students to take the ITBS or ITED is located at

http://educateiowa.gov/index.php?option=com_content&task=view&id=977&Itemid=1311_or http://www.education.uiowa.edu/projects/testprep/

This informational program, designed by Dr. Kris Waltman of The University of Iowa Center for Evaluation and Assessment, is accessible for use by Iowa educators. The lessons can be delivered in group settings with opportunities for discussion; however, individuals can also access and complete the curriculum. At the conclusion of the program, educators should have greater understanding of how criteria related to academic ethics, score meaning and use, and educational value are connected to test-preparation activities.

Districts have been provided \$6.50 per student for assessment-related activities. These assessment and accountability funds may be used to defray costs related to assessment system development, including purchase of assessments utilizing multiple formats and approaches; professional development regarding test administration, interpretation, and use of results; and development and maintenance of data management systems. When purchasing assessments, it is important to remember not all students respond to a single format in the same way. As such, utilizing multiple formats not only provide opportunities for students to demonstrate their achievement in different ways, but also enables a district to assess standards and benchmarks that might be limited by a traditional selected response format. An allocation table and budget forms are posted to the IDE website at http://educateiowa.gov/index.php?option=com_content&task=view&id=676&Itemid=1668

8. Students with Disabilities - District-wide Assessments.

Students with an IEP must be assessed in reading, mathematics, and science. The majority of students with an IEP are able to participate in the Iowa Tests with or without accommodations. However, for students with the most significant cognitive disabilities, the Iowa Alternate Assessment (IAA) is the State AYP assessment. Participation in the IAA is determined by the IEP team. Guidelines for the IAA and non AYP district-wide alternate assessments can be found in the Master FAQ document at http://educateiowa.gov/index.php?option=com_content&task=view&id=461&Itemid=1576

9. Students with Disabilities. REVISED GUIDANCE AND NEW GUIDANCE

Students with the most significant cognitive disabilities in grades 3-8 and 11 who are unable to participate in the State accountability assessment must be provided an alternate assessment. The IEP team makes the participation decision and the active IEP must reflect participation in the Iowa Alternate Assessment in order for the assessment process to begin. The IAA is aligned to grade level reading, math, and science standards and benchmarks. However, the results of the IAA are judged against alternate academic achievement standards. The IAA is not appropriate for students who do not test well and whose IEP teams feel need an alternate way to judge performance against grade level standards.

For students with the most significant cognitive disabilities, the IAA promotes fair measurement of student knowledge of Core Content Standards and Benchmarks through the use of reading, mathematics, and science rating scales. Students earn a score and proficiency level based on teacher ratings of skills taught throughout the school year (September 1 – March 30, 2012). Ratings are supported by student evidence generated as a result of instruction. For AYP purposes, a FAY for a student participating in the IAA will continue to be March 31 of the preceding year, with continuous enrollment through March 31 of the current year. The IAA results for reading and mathematics will be included with AYP determinations.

Scores from the IAA are included in the total percentage of students who are counted in the participation and proficiency rates at the school and district levels. The Department will monitor participation and will inform districts if the number of students participating in the IAA exceeds the 1 percent level. If students exceed the 1 percent level, the lowa Department of Education will contact districts directly about the exception process.

NEW GUIDANCE 2011-2012

Several enhancements are being made for the 2011-2012 school year. The Department has already scheduled technical assistance and support to Area Education Agencies and Local Education Agencies in understanding and implementing IAA 2011-2012 enhancements. The Department will use ICN sessions, webcasts, and supporting documents located on the DE IAA

webpage:http://educateiowa.gov/index.php?option=com_content&task=view&id=461&Itemid=1576_to_help_teachers_validly_implement_alternate_assessment.

Enhancements to the IAA process for 2011-2012

- Webcast tutorials embedded within the online system.
- Teacher selection of 15 assessment items per content area to focus instruction, monitor over the school year, and report progress on each quarter. The DE has evidence the performance scores were inflated by teachers using a checkbox option and not requiring instruction. For accurate performance, the check box options that resulted in proficient to advanced performance are being eliminated. Maintaining evidence that support ratings is required, and the evidence must be generated throughout the school year and kept by teachers in case of audit.
- The Assurance process is being replaced by an audit from the Department of Education because there was no evidence that the assurance process resulted in more valid results for students.
 - 1. Building principals or designees are encouraged to support teachers via an instructional walk-through tool rather than through online reporting of assurance.
 - 2. 90 cases will be selected at random and scored by the DE in Fall of 2011. If there is evidence that teachers are not reporting performance validly, a scoring center will be used in Spring of 2012 to score performance.
- District assessment coordinators will receive process emails from IAA system
- The DE is reminding teachers to provide parents with copies of IAA results. The DE alternate assessment system includes parent reports that teaches need to print and share with parents.

Please contact Emily Thatcher, Alternate Assessment Consultant at Emily.thatcher@iowa.gov or 515-281-2500 if questions arise or assistance is needed to complete the Iowa Alternate Assessment Process.

Important Timelines

First day of school to the last day of school Instruction of the Iowa Core

August 15-October 1: Audit classroom visits

September 1- September 30: Complete Student Profiles

Complete Mastery Checklist

Select 15 Items per Content Area Assessed to Instruct and Report

November 30: 1st Reporting Period- Enter Rating Scale Data

December 1; Notification of Fall Evidence Audit

January 2012: Notification of State-Wide Spring Audit (If required- based upon Fall

Evidence Audit results)

January 30: 2nd Reporting Period- Enter Rating Scale Data

March 30:

3rd Reporting Period-Enter Rating Scale Data Assessment period completed Instructional Practices Survey

10. Out-of-Level Testing.

Per USDE guidance and federal regulations (Title I and Individuals with Disabilities Education Act [IDEA]), it is no longer permissible to allow students with disabilities to take the test in reading and/or mathematics at a grade level below that in which they are enrolled. This is also no longer an acceptable accommodation on a student's IEP. If a district allows a student to take a test below grade level, that student cannot be counted as a participant or as proficient for the purposes of NCLB or IDEA accountability. In addition, districts that continue this practice may be held accountable for noncompliance under IDEA, and the state could face negative financial consequences. Students taking an out-of-level test above the grade level in which they are enrolled are to be counted as participants and as proficient, if applicable.

11. Migrant Education. REVISED GUIDANCE

Migrant Education funding.

As a result of the Federal Migrant Education monitoring visit conducted in May 2009, it was determined that Iowa school districts must complete a Certificate of Eligibility (COE)

http://educateiowa.gov/index.php?option=com_content&view=article&id=665&catid=520&Itemid=1653
for ALL students identified as migrant according to the Federal definition. This requirement applies to every district that identifies migrant students on within Project EASIER regardless of whether the district receives Federal

All COEs must be sent to the State Migrant Education Program Coordinator (<u>Sandra.Johnson@iowa.gov</u>) for review and approval. Upon review and approval, districts will be notified as to the migrant students who are eligible for free meals through the school lunch program. Ineligible students cannot receive free meals.

The COE has been revised to meet federal requirements. Both the revised COE and the instructions for completion are posted on the IDE website listed above.

If you have any questions about this new requirement, please contact Sandy Johnson at 515-281-3936 or Sandra.Johnson@iowa.gov.

12. Appropriate Accommodations for ELL. REVISED GUIDANCE

Districts must keep track of accommodations used during the administration of the Iowa Assessments for students identified as ELL. The IDE will continue to electronically collect this information from all public school districts on the AYP reporting site. The updated version of Iowa's Guidelines for K-12 Participation in Districtwide Assessments (2011-2012) for appropriate accommodations can be found at: http://educateiowa.gov/index.php?option=com content&task=view&id=683&Itemid=1391.

Accommodations for ELL students must fall into one or more of the following four categories:

- Presentation (e.g., repeat directions, read aloud, etc.)
- Response (e.g., mark answers in book, use reference aids, point, etc.)
- > Setting (e.g., study carrel, separate room, etc.)
- > Timing/scheduling (e.g., extended time, frequent breaks, etc.)

13. English Language Learners Academic Proficiency.

All ELLs, regardless of time in a language instructional program and level of proficiency in English, must be assessed annually in the areas of reading and mathematics. There is some flexibility for recently arrived ELLs (those who have been enrolled in United States schools for less than 12 months or for one test administration). For recently arrived ELLs, LEAs can count the reading score from the English language proficiency test as participation in the reading test. Recently arrived ELLs are still required to take the state-wide math assessment.

All students identified as ELL and provided ELL services are permitted to be included as part of the ELL student group for AYP determinations at the school and district level. After ELL students are determined to be proficient, no longer receive services, and exit the program, they will continue to be monitored using the State student database system (Project EASIER) for two years. This will allow schools and districts to report accurate achievement progress on the ELL subgroup.

14. English Language Learners Students' English Proficiency.

Currently, Iowa districts are using the <u>Iowa</u> English Language Development Assessment (I-ELDA). Subgrantees (AEAs and only three school districts) are required to report the percentage of ELL proficiency each school year. These data will be collected by the IDE using a web-based application. All ELLs (K-12) must participate in the English language proficiency testing on their listening, speaking, reading, and writing skills each year. **Any student who has not exited an ELL program must be assessed. This includes students who are considered "in-transition" and may not be receiving ESL instruction.** Measurement of "Comprehension scores" is required, but there is no separate test for comprehension. It is a combination of scores from speaking, writing, listening and reading. It is from this "composite" score that a student's overall fluency and comprehension are determined.

15. State Assessment Funds and I-ELDA Testing and Screening. REVISED GUIDANCE

School districts have been allocated \$6.50 per student for assessment related activities. The IDE will cover the expense for I-ELDA test for the 2011-12 school year. The amount of financial support the IDE can allocate to support this testing will be determined annually. LEAs will not receive funds for the exam costs directly. LEAs will continue to order exams through Northwest AEA, and in turn, Northwest AEA will bill the IDE for the exams.

Districts and AEAs are not allowed to use Title III funds for the purchase of placement or screener exams for incoming students who may need Title IIII services. Local districts may use the LAS and IPT exams to screen and place students, however, districts must now incur the costs. The IDE is conducting a test of the Tennessee English Language Placement Assessment (TELPA) – a low costs screener to help reduce the cost of determing an incoming student's English language abilities and need for service. Districts that wish to participate in the investigation, should contact John Scott at John.Scott@iowa.gov or 515-281-3805.

16. Language Library. REVISED GUIDANCE

NCLB requires school districts to provide information to families in an understandable and uniform format to the extent practicable in a language the parent can understand. Districts may access the Language Library at http://educateiowa.gov/index.php?option=com_content&view=article&id=530:transacteduportal&catid=460:learning-supports&Itemid=1300. The TransACT NCLB Parent Communication Center is a comprehensive suite of online services for school district personnel that integrates these services:

- > Translation Library of General Education forms in 24 languages (also known as the lowa Language Library)
- > NCLB Parent Notifications in English, plus Accountability and Compliance Guides

parents should be notified and informed of the paraprofessional's qualifications upon request.

> Translations of Iowa's Special Education Documents into Spanish, Vietnamese, Serbo-Croatian, Bosnian, Laotian, and Arabic on the eLibary Eduportal on the Transact website.

17. Subgroup Coding.

The USED required re-identification and annual confirmation of all student race and ethnicity categories during the 2009-10 school year. This information was provided during Project EASIER training, and is included in the Project EASIER Data Dictionary. These subgroups were taken from LEA student information systems and used in the creation of bar code labels for the lowa Tests.

18. Notification to Parents Concerning Highly Qualified Teachers/Paraprofessionals. <u>REVISED GUIDANCE</u> All districts must notify parents that they may request information on their child's teacher's qualifications. Information, at a minimum, must be provided that addresses the licensing requirements for the position held by the teacher, the licensure status, and educational background of the teacher. The availability of this information must be included in a formal notification through a newsletter, note to parents, etc. Suggested wording for the notification is included in Appendix E. If the child also receives services from an instructional paraprofessional, the

The superintendent must notify the IDE of all non-highly qualified teachers, send a notice home to parents of students in that teacher's class (Appendix F), and send a copy of that notice to LaCosta Potter at LaCosta.Potter@iowa.gov. Information about licensure of lowa teachers can be found at http://www.state.ia.us/boee/.

When any child is provided a substitute teacher for four consecutive weeks in a school that receives Title I funds and the substitute does not meet the highly qualified teacher definition, the school must notify parents of this

situation. (Appendix F is also used in this instance.)

19. Highly Qualified Teachers.

Districts report the number of "highly qualified" teachers on the fall BEDS report. See: http://www.educateiowa.gov/index.php?option=com_content&view=article&id=941&catid=497&Itemid=2603. Each LEA receiving Title I (A) and Title II, Part A funds are required to ensure all teachers of core academic subjects are "highly qualified." The core academic areas are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography. These areas apply to all elementary and secondary teachers who are teaching in facilities or schools under the authority of the local school district. A special education teacher who teaches any of these academic areas must have the state-required endorsement for the subject area, or the academic subject (curriculum) must be considered under the supervision of a teacher who is licensed appropriately for the academic area. If an LEA does not already have highly qualified teachers in the core academic areas, the LEA must develop a plan to ensure that all teachers will be highly qualified. The IDE will follow-up with individual districts who have written plans because all of their teachers are not "highly qualified" under federal guidelines. This plan must be on file at the local district level. Title II (A) funds may be used to assist teachers in becoming highly qualified.

Names and licensing folder numbers of all teachers supported by Title II, Part A funds will be reported to the IDE through the Title II, Part A budget application that is due no later than October 1, 2011. Districts must suspend use of Title II, Part A funds for any teacher that does not meet the highly qualified status requirement.

20. Paraprofessionals.

All instructional paraprofessionals in Title I school-wide schools must meet NCLB highly qualified requirements. (See http://educateiowa.gov/index.php?option=com_content&task=view&id=773&Itemid=1297) Information on highly qualified paraprofessionals is collected on the annual Title I application.

21. Professional Development.

Districts must provide professional development that incorporates scientifically-based research into Title I targeted assistance and school-wide programs, Title II (A) and Title III programs. Federal funds most commonly used to increase the proficiency of students in reading and mathematics are Title II (A).

22. Technology Literacy.

Each district receiving Title II (D) (E2T2) funds directly, or receiving services within a consortium as a result of E2T2 funds, must also define and report 8th grade technology literacy. There is no state or federal definition of "technology literacy." The definition is to be determined locally.

The USDE has notified states that local districts must report the total number of 8th grade students and the number who demonstrate a locally determined proficiency of "technology literacy." On the spring BEDS report, districts provide the total number of 8th graders <u>and</u> the number that meet the locally determined definition of demonstrating technology literacy.

Federal	State	District
NCLB: All students to become technology literate by the end of 8 th grade.	Iowa Code Chapter 12 – Technology Education will be taught in both grades 7 and 8.	 Provide students in grades 7 and 8 with Technology Education. Define Technology Literacy. Determine method of assessment.
Aggregate data from all states.	Create BEDS Report to collect data.	Report data in BEDS Report.

23. Free and Reduced Lunch Status.

As districts and schools continue to implement programs, strategies, and efforts to improve the academic achievement of all students, there is continued emphasis on the students who comprise a subgroup membership. The Richard B. Russell National School Lunch Act established requirements and limitations regarding the release of information about children eligible for free and reduced price meals. The names of individual children certified for free and reduced price meals and the child's eligibility status can be released only to <u>persons directly connected with the administration or enforcement</u> of a federal or state education program. These programs include Title I, the National Assessment of Educational Progress, Carl D. Perkins Vocational and Technical Education Act of 1998, or NCLB. Eligibility status may be disclosed for these purposes only without parental consent. Release of

the information for any other purpose (i.e., eligibility for camp scholarships, holiday baskets, or student fees) requires a signed waiver from the parent or guardian. Students who receive free or reduced meals must have their eligibility status protected from public disclosure. There are financial penalties associated with any unauthorized disclosure of the status of students eligible for free and reduced price meals. All staff must remember that free and reduced eligibility cannot be shared in any public manner that would cause embarrassment or identification of an individual student or family to other students, staff, or the public and can only be used for authorized purposes.

24. Safe Schools.

Districts must offer a student victim of a violent criminal offense an opportunity to transfer to another school within the district if available. Districts must inform all students and their parents of this option when a transfer option is available in the district.

25. Suspensions and Expulsions.

Districts report student suspensions and expulsions in Project EASIER. The Project EASIER Data Dictionary details the requirements.

What Federal Programs are Included in NCLB? REVISED GUIDANCE

Title I, Part A Improving Basic Programs Operated by Local Educational Agencies Subpart 1—Reading First Christine Rauscher Christine.Rauscher@iowa.gov Subpart 3—Even Start Literacy Programs Title I, Part B Education of Migratory Children Fitle I, Part C Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk Improving Basic Programs Operated by Wilma Gajdel Wilma.Gajdel@iowa.gov Wilma Gajdel Wilma.Gajdel@iowa.gov Tohristine Rauscher Christine.Rauscher@iowa.gov Tom Rendon Tom.Rendon@iowa.gov Fitle I, Part C Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk Rick Bartosh Richard.Bartosh@iowa.gov	
Local Educational Agencies Subpart 1—Reading First Christine Rauscher Christine.Rauscher@iowa.gov Title I, Part B Subpart 3—Even Start Literacy Programs Tom Rendon Tom.Rendon@iowa.gov Education of Migratory Children Sandra Johnson Sandra.Johnson@iowa.gov Prevention and Intervention Programs for Children and Youth Who are Neglected, Rick Bartosh Richard.Bartosh@iowa.gov	
Title I, Part B Subpart 3—Even Start Literacy Programs Tom Rendon Tom.Rendon@iowa.gov Education of Migratory Children Sandra Johnson Sandra.Johnson@iowa.gov Prevention and Intervention Programs for Children and Youth Who are Neglected, Richard.Bartosh@iowa.gov	
Subpart 3—Even Start Literacy Programs Title I, Part B Education of Migratory Children Education of Migratory Children Sandra Johnson Sandra.Johnson@iowa.gov Prevention and Intervention Programs for Children and Youth Who are Neglected, Rick Bartosh Richard.Bartosh@iowa.gov	
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Prevention and Intervention Programs for Children and Youth Who are Neglected, Richard.Bartosh@iowa.gov	
Title I, Part D Children and Youth Who are Neglected, Richard.Bartosh@iowa.gov	
Comprehensive School Reform Rita Martens	
Title I, Part F Rita.Martens@iowa.gov	
Teacher and Principal Training and LaCosta Potter	
Title II, Part A Recruiting Fund LaCosta.Potter@iowa.gov	
Enhancing Education Through Vic Jaras	
Title II, Part D-1 Technology Vic.Jaras@iowa.gov	
Language Instruction for Limited English John Scott Proficient John, Scott@iowa.gov	
Title III Proficient John.Scott@iowa.gov	
Fodoral Fundo Wara Fliminatad in 2000	
Federal Funds Were Eliminated in 2009. Regulations are still in effect.	
21 st Century Community Learning LaCosta Potter	
Title IV, Part B Centers LaCosta.Potter@iowa.gov	
Federal Funds Were Eliminated in 2008.	
Title V, Part A Regulations are still in effect.	
State Assessment Funds Wilma Gajdel Wilma.Gajdel@iowa.gov	
Title VI, Part A Wilma.Gajdel@iowa.gov	
Rural Education Achievement Program Mary Beth Schroeder Fracek Mary Beth Schroeder Fracek	
Title VI, Part B (REAP) and Transferability of Funds MaryBeth.SchroederFracek@i	owa.

Rural Education Achievement Program (REAP).

School district eligibility for this program is determined each year by the USDE. The list of eligible lowa school districts can be found at http://www.ed.gov/programs/reapsrsa/eligible07/ia.xls.

Transferability of Funds for LEAs.

Title VI (A) (2) allows LEAs to transfer up to 50 percent of NCLB formula grant funds among four programs: Title II (Part A), Title II (Part D), Title IV (Part A), and Title V. Funds may also be transferred into, but not from, Title I (Part A). All LEAs not covered by REAP and not identified as a district in need of improvement may take advantage of this flexibility. A district that has been identified as a DINA may only transfer up to 30 percent of each fiscal year's funds it receives by formula. If an LEA is identified for corrective action, it may not transfer any funds. Even though a district may transfer 50 percent of the funds into another program, the program requirements for all of the programs still remain because there are still funds attributed to each program. Districts must notify the IDE 30 days in advance of any fund transfers; districts will document transfers through the Title II (A), Title IV (A), and Title V applications for the 2010-11 school year.



STATE OF IOWA

TERRY BRANSTAD, GOVERNOR KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION JASON E. GLASS, DIRECTOR

Test Administration Assurance for 2011-2012 Assurance for Proper and Ethical Test Administration

ADMINISTRATION OF TESTS

In the administration of standardized tests, it is a violation of test security to do any of the following:

- 1. Provide inappropriate test preparation such as any of the following:
 - a. Copy, reproduce, or use in any manner any portion of any secure test booklet, for any reason.
 - b. <u>Share an actual test instrument in any form. This includes using old copies of the Iowa Assessments (IOWA ASSESSMENTS).</u>
 - Use test preparation materials or strategies developed specifically for Annual Progress Reporting or the Annual Yearly Progress report.
- 2. Deviate from the test administration procedures specified in the test examiner's manual.
- 3. Provide inappropriate assistance to students during the test administration.
- 4. Make test answers available to students.
- 5. Change or fill in answers on student answer documents.
- 6. Provide inaccurate data on student answer documents.
- 7. Engage in any practice to artificially raise student scores without actually improving underlying student achievement.
- 8. Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this policy.

After testing is completed, test booklets are to be returned according to procedures outlined by lowa Testing Programs in the materials.

CONSEQUENCES OF TEST ADMINISTRATION VIOLATIONS

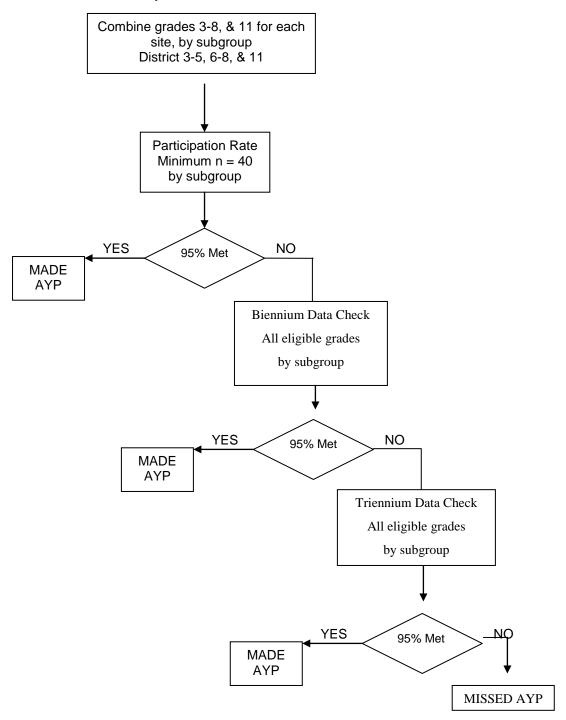
If a violation of test administration protocol occurs, as determined by the superintendent following an investigation of allegations of irregularities, the superintendent shall determine whether the integrity of the testing program has been jeopardized, whether some or all of the test results are invalidated, and whether a teacher or administrator has violated the Code of Ethics of the lowa Board of Educational Examiners as found at 282—lowa Administrative Code, Chapter 25.

Reports of students cheating on assessments shall be submitted to the building principal for investigation and disciplinary procedures.

A staff member found to have committed testing irregularities shall be subject to discipline in accordance with law and Board policy. If the staff member is a licensee of the Board of Educational Examiners, the superintendent shall make a timely report to that Board.

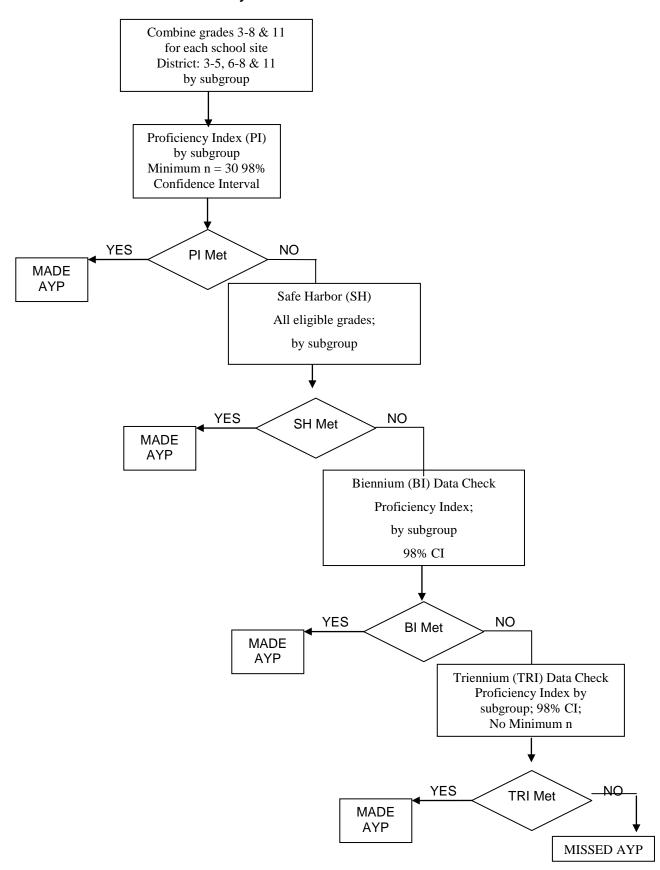
If the superintendent believes that assessment res Department of Education.	sults are invalid, the superintendent	shall make a timely report t	o the lowa	
l,	, Superintendent of		School District,	
(Superintendent's Name)	1)	(Name of School District)		
assure that proper testing procedures and adminis Left Behind Act are followed in my school district. these guidelines and notify the Iowa Department o	I will take appropriate steps outline			
Superintendent's Signature		Date		
Return this form by November 15, 2011, to:	Tana Mullen Iowa Department of Educatio Grimes State Office Building 400 E. 14 th Street Des Moines, IA 50319 Tana.Mullen@iowa.gov FAX: 515-242-6025			

Adequate Yearly Progress (AYP) Participation Determination for 2011-12



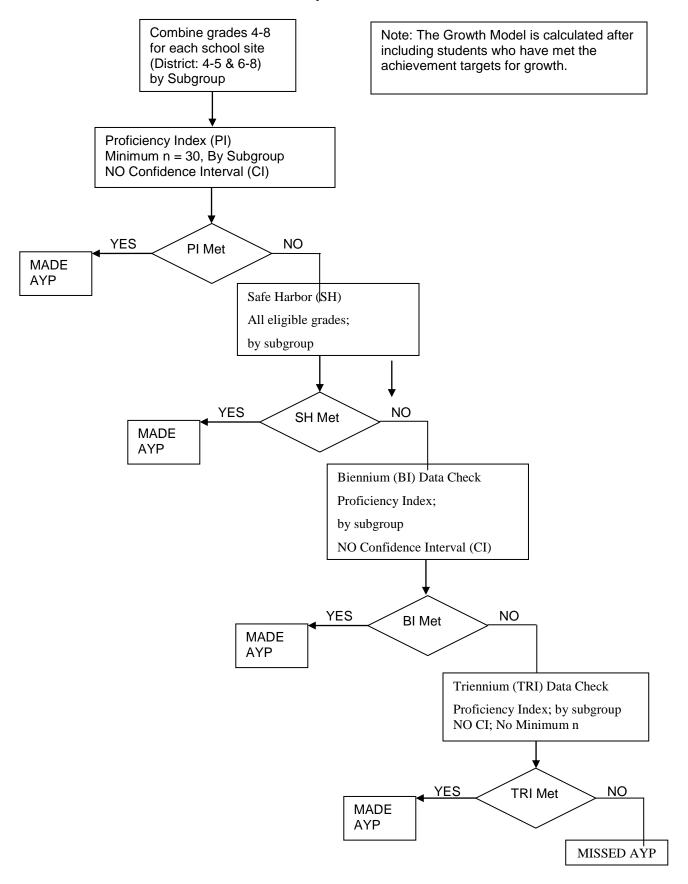
Appendix C

Adequate Yearly Progress (AYP) Status Model Portion Proficiency Determination for 2011-12



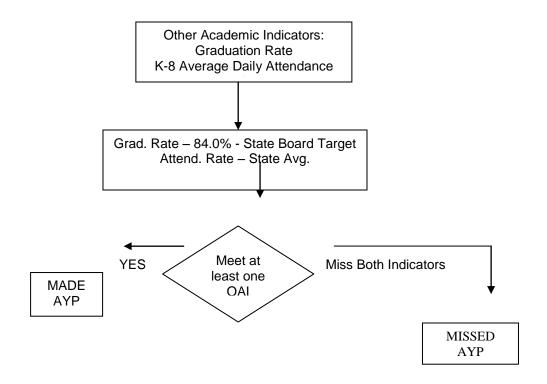
Appendix C

Adequate Yearly Progress (AYP) Growth Model Portion Proficiency Determination for 2011-12



Appendix D

Adequate Yearly Progress (AYP) Other Academic Indicators District Determination for 2011-12



Sample Parent Notification No Child Left Behind Requirement

Parents'/Guardians' Rights Notification

about the following qualifications of their c and content areas taught, the current licer certification/degree. You may also request	Community School District have the right to learn hild's teacher: state licensure requirements for the grade level using status of your child's teacher, and baccalaureate/graduate the qualifications of an instructional paraprofessional who if your school operates a schoolwide Title I program.
Parents/Guardians may request this inform	nation from the Office of the Superintendent by calling
Address, City, State Zip.	letter of request to Office of the Superintendent, Street
	ity School District ensures that parents will be notified in writing en taught by a teacher for four or more consecutive weeks by a fied.

SAMPLE Parent Notification Letter Non-Highly Qualified Teacher (Includes Substitute for More than Four Weeks)

Date
Dear Parents and Guardians:
The federal No Child Left Behind Act of 2001 (NCLB) requires all schools to notify parents or guardians after a class has been taught for four consecutive weeks by a teacher who is not considered "highly qualified" for that specific subject area. While there are a variety of ways in which a teacher can demonstrate that he or she is "highly qualified" in a given subject, the requirement is considerably more difficult to meet for a teacher who is responsible for teaching several core subject areas.
The purpose of this letter is to inform you that Mr./Mrs is not considered "highly qualified" under NCLB in one or more subject areas being taught to your child.
Please be assured that this does not mean that this teacher is not qualified for this assignment. Mr./Mrs does meet the state requirements for this position. Given his/her professional preparation and experience, we believe that your child is receiving a high-quality education in his/her class. (Additional information may be added at the districts discretion.)
If you have any concerns regarding this information, you have a right as a parent to review the qualifications of your child's teachers. Please contact at if you have any questions.
Sincerely,
Superintendent

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what students in the United States know and can do in various subject areas. Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time. The following tables show the most recent results of NAEP for lowa in reading and mathematics that were available at the time this document was released. Additional information on NAEP can be found at: http://nationsreportcard.gov/.

NAEP mathematics and reading results are reported on a 0–500 scale. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects. In addition to the scale scores and based on recommendations from policymakers, educators, and members of the general public, specific achievement levels are set for each subject area and grade. Achievement levels are performance standards showing what students should know and be able to do. They provide another perspective with which to interpret student performance. NAEP results are reported as percentages of students performing at the Basic, Proficient, and Advanced levels.

- Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.
- Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
- Advanced represents superior performance.

Note that the cut point for the Basic level on NAEP is the best comparison to the Proficient level on the lowa Tests.

Appendix G

NAEP Information for District Report Cards

National Assessment of Educational Progress (NAEP) 2009: Average Scale Score and Percent of Students at Each Achievement Level for Iowa and the Nation

	Average Score	Below Basic	Basic	Proficient	Advanced
Reading - Grade 4					
Iowa	221	31%	35%	27%	7%
National Public	220	34%	34%	24%	7%
Reading - Grade 8					
Iowa	265	23%	45%	30%	2%
National Public	262	26%	43%	28%	2%
Mathematics - Grade 4					
Iowa	243	13%	45%	36%	5%
National Public	239	19%	43%	33%	6%
Mathematics - Grade 8					
lowa	284	24%	42%	27%	7%
National Public	282	29%	39%	25%	7%

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

NOTE: NA: Reporting standards not met (insufficient sample size). #: Rounds to zero. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

Inclusion Rates: Percent Included in the NAEP 2009 Assessment

	Jurisdictio n	Grade 4 Reading	Grade 4 Mathematic s	Grade 8 Reading	Grade 8 Mathematics
Students with Disabilities	Iowa	71.6%	87.7%	71.7%	83.9%
	Nation	71.4%	84.3%	72.1%	78.2%
Limited English Proficient Students	Iowa	80.1%	93.9%	81.4%	84.7%
	Nation	83.8%	94.4%	82.5%	91.9%

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Assessment.